# COURSES OF STUDY AND OUTLINES OF WORK

OFFERED BY

ROCKFORD HIGH SCHOOL

ROCKFORD, ILLINOIS

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## CALENDAR

### 1914

August 26, 27, 28, 29, enrollment of pupils.
August 31, school year begins.
August 31—September 4, "Institute for Teachers."
September 8, Tuesday, school begins.
November 26—30, Thanksgiving recess.
December 24, Christmas vacation begins.

### 1915

January 4, Monday, school opens after vacation.
January 22, mid-year closes.
January 25, Second semester begins.
February 22, Washington's Birthday Anniversary, a holiday.
March 22, spring vacation begins.
March 29, school opens after vacation.
April 16, Chicago Conference, visiting day.
May 5, 6, 7, Senior Finals.
May 30, Memorial Day, a holiday.
June 10—17, Final Examinations.
June 17, Commencement.
The Board reserves the right to vary this calendar.

## FACULTY

Claude P. Briggs, Principal.....
Illinois Normal University
University of Illinois
Harriet E. Morse, Vice Principal.....Ill. Normal University
Florence M. Foster, Secretary.
Hilda Hamilton, Assistant Secretary.

### English Department

Charles C. Gordon.....Eastern Illinois Normal School
Isabelle Duffey.....Rockford College
Robert Collins.....Simpson College
Sarah L. Thomas.....Rockford College*
Frances E. Fell.....James Millikin University
Anne S. Hunter.....Rockford College, Radcliffe College
Grace B. Wilbur.....Mt. Holyoke College
Merle Wright.....Northwestern University
Roy L. Kittle.....Northwestern University
Stella Peterson.....Albion College
Maud R. Cavanagh.....Rockford College

### History Department

Czarina J. Giddings.....Rockford College
Wm. W. Wuesthoff.....University of Wisconsin
Nellie H. Stevens.....Knox College
(Mr. Bailey, Miss Cavanagh, and Miss Putnam have classes in History.)

### Science Department

Jennie E. Waldo.....Wellesley College*
Agnes Brown.....Lake Forest College
A. C. Norris.....Oberlin College
Grace Bull.....University of Michigan
S. Aleta McEvoy.....Rockford College
Elizabeth Grace Sinderson.....University of Minnesota

### Mathematics Department

Harriet E. Morse.....Illinois Normal University

Harriet Vincent....Rockford College; University of Chicago
Etta Neville Brown.....University of Michigan
A. Blanche Clark.....Rockford College
Elenor Pierpont.....Vassar College
Ethel Vincent.....Rockford College
Alfred J. Loos.....Grinnell College

### Latin Department

May Dobson.....Rockford College
Hazel G. Putnam.....University of Michigan
Elizabeth Corcoran.....Rockford College
(Miss Fell and Miss Cavanagh have classes in Latin.)

### Greek Department

Hazel G. Putnam (has Latin classes).....Univ. of Michigan

### German Department

Samuel E. Zook.....Northwestern University
Carl J. Bergman.....A. B. Augustana College
A. M. University of Illinois

### French Department

Carl J. Bergman.....A. B. Augustana College
A. M. University of Illinois

### Swedish Department

Carl J. Bergman.....A. B. Augustana College
A. M. University of Illinois

### Commerce and Economics

John T. Haight.....Whitewater Wisconsin Normal
C. L. Bailey.....University of Indiana*
Chas. A. Beyer.....Lawrence College
Rex A. Dunn.....Simpson College
Wm. H. Johnson.....Chaddock Law School
Agnes Ritchie.....University of Iowa*
C. Culver Hand.....University of Chicago
C. M. Finegan.....A. B. Kirksville Normal School

### Domestic Economy

Ida M. Swanson.....Columbia University
Josephine Glidden.....University of Wisconsin
Virginia Wolcott.....Stout Institute

### Manual Training and Mechanical Drawing Department

Wm. Allyn Richards.....University of Wisconsin
Wm. H. Haupt.....Third District Normal of Missouri
H. T. Shrum.....Purdue University
Roscoe E. Brightup.....Michigan Agricultural College
Louise J. Pellens.....University of Illinois

### Free-hand Drawing Department

Margaret Boyd.....Pratt Institute*

### Music Department

Mrs. Edward Pierce.....American Inst. of Normal Methods

### Physical Training Department

Gertrude Ione Hill.....Northwestern University, Dr. Sargent's School*
Frank J. Winters.....Springfield Training School, Mass.

### Public Speaking Department

C. T. Mauller.....Cornell College

## ENROLLMENT

All new pupils are asked to enroll during the last week of August, so that the regular work may begin the first Tuesday after the first Monday in September. The Principal will be in his office every day during that time, from 9 until 12, and from 1:30 to 4:30.

## SESSIONS

The school session begins at 8:56 and closes at 3:20. The period from 2:35 to 3:20 is for study and review and pupils may be asked to stay during this period for help and consultation. The school lunches in two sections, the first at 11:23 and the second at 12:12 for periods of 30 minutes each. At 3:30 all pupils must be out of the building, except when under the supervision of a teacher.

## TUITION

The tuition fee for pupils residing out of the district is $40.00 a year, payable one-half in September and the remainder in February.

## GRADUATES

Pupils who, for any reason, are unable to attend college, may easily obtain one or two years' post graduate work and are urged to do so. Post-graduate pupils are under the same regulations as under-graduates, except that their work is not prescribed.

## FOUR YEARS

Only the exceptional pupils are encouraged to attempt to complete any of the courses in less than four years. The courses are planned with the expectation that the pupil will have no demands on his time other than those made by his studies and his usual home duties.

Pupils who find it necessary to work or to have their time taken up with social affairs will find it difficult to succeed in the usual time.

## MORE THAN FOUR YEARS

The courses of study are outlined as the work for the good, strong, average pupils and require four years to complete them and thus make sixteen credits. In many cases it is a good plan to outline the work to be completed in five years instead of four. This is true in the majority of cases, when the pupil enters at an age below fourteen years. The college demands a certain degree of general maturity which is not attained before eighteen years of age.

This should be the plan in cases where ill health proves a handicap. The growing years from thirteen to eighteen make serious demands on the vital powers and, where this is excessive, the pupil should have less regular school work each year.

This plan is advisable where the pupil has to carry heavy and extreme work aside from regular school work, such as music. No pupil should be burdened with more than four regular daily studies or their equivalent.

This is important, and the attention of parents is called especially to it.

## REQUIREMENTS FOR ADMISSION

Pupils are admitted without examination from the Rockford City Schools upon certificate of the City Superintendent. Pupils from the country schools and from other city schools may be admitted under the same conditions if certified by the County Superintendent or proper officer of the school. Pupils from other high schools will be admitted and will be given credit for credit only when said schools are doing work equivalent to that done by the Rockford High School.

## INCOMPETENT PUPILS

Pupils who have shown themselves incompetent in the course of study, and unable to meet requirements of school, are to be refused enrollment by the Principal, acting under direction of the Board. Under the same conditions, the Principal is empowered to remove from classes all who show themselves unable to do satisfactory work.

## DISCIPLINE

The Principal and Faculty, under the supervision of the Superintendent of Schools and the Board of Education, will exercise such disciplinary powers as they deem necessary for the welfare of the school.

## ABSENCE AND TARDINESS

Pupils who have been absent from school must have a good and sufficient excuse for such absence, in order to be admitted to classes "excused". An "excuse" entitles the pupil to the privilege of making up work missed; an "unexcused" forces the teacher to mark the pupil "0" for each recitation lost.

A good and sufficient excuse is any one of the following: Illness on the part of the pupil; illness or death in the family; marriage in the family; a case where the pupil is his only support; a case in which the pupil must help support the family.

It is unwise for the school to excuse pupils from school on telephone calls. If parents wish pupil excused before close of day's session, they should send to the Principal a note to that effect.

## LUNCH ROOM

A lunch room, managed by the Woman's Club, offers an opportunity for the pupils to get a good, wholesome lunch at a very reasonable figure. This is one of the socializing influences of our high school. The benefits of this are open to all pupils, on the condition that they buy something, be that ever so small. Those pupils who carry their lunches from home are furnished with a room equipped the same as the above lunch room. Every means is taken to make this period a pleasant one.

## COLLEGE ENTRANCE

The courses in German, English, Latin, Greek, mathematics, history and sciences, are accepted at their unit value for entrance at colleges and universities generally. The

courses in commercial subjects, domestic economy, manual training, music and drawing are not so generally accepted. Most of the State Universities and some others accept a limited amount of manual training, commercial work and domestic economy. The Rockford High School is a member of the North Central Association of Colleges and Secondary Schools. This means that graduates from the High School will be admitted without examination to the colleges and universities of this association, provided the entrance requirements of such colleges are satisfied.

In addition to the above arrangement, Rockford High School graduates have been received on certificate by Vassar, Wellesley, Smith, Mt. Holyoke, Cornell, Dartmouth, Leland Stanford, and many others, both East and West. These various universities and colleges have a great variety of requirements for entrance and for this reason it is necessary for pupils desiring to be admitted to any particular college to study the catalog of that institution, so as to be able to meet its particular requirements.

## CO-OPERATION OF PARENTS.

The assistance and hearty coöperation of the parents are necessary to a successful school. Therefore the parents are extended a cordial welcome to visit the school at all hours, and especially to visit the work in recitations. Pupils, parents, and teachers are all benefited by these visits, and the patrons owe it to their children and themselves to acquaint themselves thoroughly with the school and its work.

## POLICY OF SCHOOL

It is the policy of the school to employ as nearly as possible an equal number of college men and women who, by their education, general and professional, are fitted to work in a strong secondary school. The present teachers have received their preparation in a wide range of institutions. There are 36 different colleges and universities represented in the educational preparation of our 53 teachers.

## REPORTS

Reports are presented to the pupils at the end of each month. In case of failure, a special report is mailed to the parents so that they may assist the pupils and teachers to get better work. Reports are mailed to parents at the end of each semester, stating the number of credits made during the past semester and the total number of credits to date. The standing in each branch is based on daily work, written tests, and on final examination if one is required.

Scholarship is marked as follows:

Excellent, 93—100 per cent,
Good, 85—92 per cent,
Fair, 78—84 per cent,
Passing, 75—83 per cent,
Not passing,—below 75 per cent.

| | | | |
|---|---|---|---|
| 1885—1886 | 156 | 28 | .... |
| 1887 | 166 | 36 | .... |
| 1888 | 202 | 13 | .... |
| 1889 | 219 | 28 | .... |
| 1890 | 248 | 32 | .... |
| 1891 | 287 | 37 | .... |
| 1892 | 290 | 28 | .... |
| 1893 | 337 | 49 | .... |
| 1894 | 413 | 52 | .... |
| 1895 | 457 | 48 | .... |
| 1896 | 461 | 67 | .... |
| 1897 | 465 | 88 | .... |
| 1898 | 449 | 58 | .... |
| 1899 | 471 | 55 | .... |
| 1900 | 481 | 68 | 35 |
| 1901 | 503 | 48 | 22 |
| 1902 | 626 | 56 | 23 |
| 1903 | 665 | 64 | 24 |
| 1904 | 677 | 77 | 45 |
| 1905 | 767 | 87 | 24 |
| 1906 | 797 | 102 | 52 |
| 1907 | 815 | 92 | 42 |

| | | | |
|---|---|---|---|
| 1908 | 864 | 116 | 61 |
| 1909 | 942 | 120 | 58 |
| 1910 | 980 | 120 | 68 |
| 1911 | 1104 | 130 | 68 |
| 1912 | 1197 | 179 | 80 |
| 1913 | 1273 | 180 | 83 |
| 1914 | 1393 | 205 | .... |

## SOCIAL NEEDS

The school recognizes the need of social recreation for its pupils and is making provision therefor. At stated times on Friday afternoon at the close of school, parties are given in the high school gymnasium to which a certain percentage of the pupils are invited, taken alphabetically. Parents are invited to come to these functions.

## SCHOOL BAND

The school maintains a band, composed of twenty-five members. Almost the complete instrumentation of it has been supplied by funds secured by public entertainments. Membership in the band is open to all boys. Members must be present at every rehearsal and beginning with the Junior year are to receive ¼ credit each semester thereafter. The director of the band is a member of the faculty.

## BOYS' GLEE CLUB

This new organization of forty members captured a "First Award" at the Rockford Exposition. It is not, as its name might suggest, an organization content with volume as the main factor. It sings high class music with the pure intonation, harmony, and finish which is expected of the best College Glee Clubs. Membership in the Glee Club is open to all boys. Members must be present at all rehearsals, which are held twice a week for a double period.

## THE PHILIPPIC LITERARY SOCIETY

The Philippic Literary Society is a student organization designed to give platform training and parliamentary

practice to the girls of the Rockford High School. The membership is limited to forty-five, in order to insure frequent appearance on the program. Regular meetings of the society are held in one of the class-rooms each Tuesday evening immediately after the close of school. At each session a varied literary program, consisting of extemporaneous talks, original stories, poems, and essays, is followed by friendly but vigorous criticisms from students and faculty censor; after which a spirited business meeting affords training in parliamentary usages.

## THE PHILOMATHEAN LITERARY SOCIETY

The Philomathean Literary Society meets regularly every Tuesday evening at 7:30. The prime object of this organization is to develop interest and efficiency in practical speech making, dramatics, and debate. Regular programs are given and a business meeting follows whereby the members gain especial training in parliamentary procedure. It is under the supervision of a member of the faculty and forms a part of the public speaking department.

## THE BIOLOGY CLUB

The Biology Club is an organization for recreation and for the study of the animal and plant life of this vicinity. All members of the present and of former Botany and Zoology classes are eligible to membership in this club. Field trips to the surrounding country are taken every Friday afternoon during the fall and spring and an occasional meeting is held during the winter. Besides collecting material for class use, the club undertakes each year some work of benefit to the community. The work already accomplished along this line is the making of a bird and flower calendar for this vicinity, the making of collections of ferns, and of butterflies and moths, and the naming of the woody plants of the school grounds of Rockford.

## THE ENGINEERING SOCIETY

The Rockford High School Engineering Society is an organization of boys having taken at least one year of shop

work, for the purpose of studying together various engineering subjects. The Society meets every Monday afternoon of the school year. At the monthly business meeting, a list of topics for discussion is voted upon and the three chosen are discussed in the following meetings of the month. The boys get a good idea of engineering work and are greatly helped in their choice of subjects to prepare them for entering various Engineering colleges and universities.

## "THE OWL"

The "Owl," the official organ of the student body of the Rockford High School, is a monthly publication under the direction of the editor and business manager who are chosen from the Senior Class. These are aided by Assistants selected from all the Classes of the school.

## "THE ANNUAL"

The "Annual" is the high school year book, edited and published by the Senior Class, assisted by the rest of the school. It is an ambitious volume of nearly two hundred and fifty pages.

The Head of the English Department has these publications under his control and management.

## ATHLETICS

The various athletic sports are provided for by the school. Free use is made of the Fair Grounds Park, where there are splendid tennis courts, a good running track, a foot-ball and two base-ball fields. The teams are coached by members of the faculty, appointed by the Principal. Participation in these games is not a part of the school work, but rather of school recreation. Rockford High School is a member of the Illinois High School Athletic Association and consequently complies with its rules, one of which is that the pupil must be carrying fifteen hours of work per week in order to represent the school in any contest. No person who has represented the school in any athletic contest and whose school connection has lapsed shall again be

eligible to represent the school until he has made up the work of the term during which he withdrew.

Athletics will at all times be subject to the direction of the Principal.

## LIBRARY

The school has a library of 3,219 volumes, distributed as the needs require among the four session rooms. A pupil, under the direction of the room teacher, has charge. Some reference and all other books may be taken home by the pupils, after filing a withdrawal card. Reference books must be returned by nine o'clock of the next school day. In addition to this, the pupils have the use of the Rockford City Library of 60,000 volumes. The Librarian is not only ready but eager to assist the pupils.

Plans are under way to establish a library in one large room in new addition to high school and to have it in charge of a trained librarian. The Rockford City Librarian has offered to supplement the work of the high school library as much as is needed.

## ROCKFORD HIGH SCHOOL

### Summary of Work offered 1914—1915

### First Year

| | |
|---|---|
| *English | 1 |
| *Algebra | 1 |
| *Physiography | ¾ |
| *Physiology | ¼ |
| Physiology (Commercial Course) | ½ |
| Latin | 1 |
| Modern Language—German, French, Swedish | 1 |
| Civil Government | ½ |
| Commercial Arithmetic | 1 |
| Penmanship and Commercial Correspondence | 1 |
| Wood Shop and Mechanical Drawing | 1 |
| Free-hand Drawing | 1 |
| Physical Training | ¼ |

## Second Year

| | |
|---|---|
| *English | 1 |
| *Plane Geometry | 1 |
| Caesar | 1 |
| Modern Language—German, French, Swedish | 1 |
| Oratory | ½ |
| Greek History (History I) | ½ |
| Roman History (History I) | ½ |
| Civics (Upper Classmen) | ½ |
| Botany | 1 |
| Physiography (Commercial Course) | 1 |
| Bookkeeping and Accounting | 1 |
| Elementary Cooking | ½ |
| Elementary Sewing | ½ |
| Music | ½ |
| Forge, Foundry, and Mechanical Drawing | 1 |
| Free-hand Drawing | 1 |
| Physical Training | ¼ |

## Third Year

| | |
|---|---|
| *English | 1 |
| Solid Geometry | ½ |
| Review Algebra | ½ |
| Cicero | 1 |
| Greek | 1 |
| Modern Language—German, French, Swedish | 1 |
| Argumentation | ½ |
| Oratory | ½ |
| Modern History (History II) | 1 |
| Zoology | 1 |
| Physics | 1 |
| Advanced Cooking and Sewing | 1 |
| Stenography and Typewriting | 1 |
| Commercial Geography | ½ |
| Commercial Law | ½ |
| Music | ½ |
| Machine Shop and Mechanical Drawing | 1 |
| Physical Training | ¼ |

### Fourth Year

*English ..... 1
Advanced Algebra ..... ½
Trigonometry ..... ½
Virgil ..... 1
Greek ..... 1
Modern Language—German, French, Swedish.. 1
Oratory ..... ½
Teachers' English ..... ½
Pedagogy ..... ½
U. S. History ..... 1
Economics ..... ½
Chemistry ..... 1
Astronomy ..... ½
Dietetics, Home Nursing, Home and Social Economics ..... 1
Stenography and Typewriting..... 1½
Advanced Bookkeeping ..... ½
Physical Training ..... ¼

Figures indicate number of credits.

Sixteen credits required for graduation.

*Subjects and one year of history required in all courses.

Two credits in Free Hand Drawing, 3 credits in Manual Training, one credit in Oratory, three credits in Domestic Arts may count toward graduation. (One hour of drawing the present semester must be followed by one hour the next semester).

Not more than one Modern Language may count toward graduation, unless at least 2 credits in one are offered.

Not more than 1 credit in music will count toward graduation.

A half-credit in any full year subject will not count toward graduation, except in foreign language work after one full year has been completed.

Classes in Greek will be formed if at least ten (10) pupils desire such a class.

Pupils should not elect subjects in advance of course.

## LATIN AND GERMAN COURSE

### First Year

**First Semester** — Required—English, Latin, Physiography, Algebra.

**Second Semester** — Required—English, Latin, Physiography and Physiology, Algebra.

### Second Year

**First Semester** — Required—English, Caesar, Plane Geometry. Elect one—Modern Language, History I.

**Second Semester** — Required—English, Caesar, Plane Geometry. Elect one—Modern Language, History I.

### Third Year

**First Semester** — Required—English, Cicero, Modern Language. Elect one—Solid Geometry, Physics.

**Second Semester** — Required—English, Cicero, Modern Language. Elect one—Physics, History II.

### Fourth Year

**First Semester** — Required—English, Modern Language, Virgil. Elect one—History II, Economics.

**Second Semester** — Required—English, Modern Language, Virgil, Review Algebra.

## SCIENTIFIC COURSE

### First Year

**First Semester**
- Required—English, Algebra, Physiography.
- Elect one—German, French, Swedish.

**Second Semester**
- Required—English, Algebra, Physiography and Physiology.
- Elect one—German, French, Swedish.

### Second Year

**First Semester**
- Required—English, Plane Geometry, Botany or Zoology.
- Elect one—German, French, Swedish.

**Second Semester**
- Required—English, Plane Geometry, Botany or Zoology.
- Elect one—German, French, Swedish.

### Third Year

**First Semester**
- Required—English, History I, Physics or Zoology.
- Elect one—German, French, Swedish.

**Second Semester**
- Required—English, History I, Physics or Zoology.
- Elect one—German, French, Swedish.

### Fourth Year

**First Semester**
- Required—English, History III, Chemistry.
- Elect one—Physics, Solid Geometry, Astronomy.

**Second Semester**
- Required—English, History III, Chemistry.
- Elect one—Physics, Review Algebra.

## CIVIC HISTORICAL COURSE

### First Year

**First Semester**
- Required—English, Algebra, Civil Government, Physiography.

**Second Semester**
- Required—English, Algebra, Physiography and Physiology.
- Elect one—Modern Language, Latin.

### Second Year

**First Semester**
- Required—English, Plane Geometry, History I.
- Elect one—Modern Language, Latin.

**Second Semester**
- Required—English, Plane Geometry, History I.
- Elect one—Modern Language, Latin.

### Third Year

**First Semester**
- Required—English, History II, Physics.
- Elect one—Modern Language, Latin, Commercial Geography.

**Second Semester**
- Required—English, History II, Physics.
- Elect one—Modern Language, Latin, Commercial Law.

### Fourth Year

**First Semester**
- Required—English, History III, Chemistry.
- Elect one—Modern Language, Latin, Political Economy.

**Second Semester**
- Required—English, History III, Chemistry.
- Elect one—Modern Language, Latin, Review Algebra.

## MECHANICAL COURSE

### First Year

**First Semester**
Required—English, Algebra, Physiography, Wood Shop and Mechanical Drawing.

**Second Semester**
Required—English, Algebra, Physiography and Physiology, Wood Shop and Mechanical Drawing.

### Second Year

**First Semester**
Required—English, Plane Geometry, History I, Foundry and Mechanical Drawing.

**Second Semester**
Required—English, Plane Geometry, History I, Forge and Mechanical Drawing.

### Third Year

**First Semester**
Required—English, Solid Geometry, Machine Shop and Mechanical Drawing.
Elect one—Physics, Modern Language.

**Second Semester**
Required—English, Review Algebra, Machine Shop and Mechanical Drawing.
Elect one—Physics, Modern Language.

### Fourth Year

**First Semester**
Required—English, Advanced Algebra.
Elect two—Chemistry, Modern Language, History II, History III.

**Second Semester**
Required—English, Trigonometry.
Elect two—Chemistry, Modern Language, History II, History III.

## COMMERCIAL COURSE

### First Year

**First Semester**

Required—English, Commercial Arithmetic, Penmanship, Civil Government.

**Second Semester**

Required—English, Commercial Arithmetic, Penmanship and Commercial Correspondence, Physiology (Com'l).

### Second Year

**First Semester**

Required—English, History I, Physiography (Com'l), Bookkeeping.

**Second Semester**

Required—English, History I, Physiography (Com'l), Accounting.

### Third Year

**First Semester**

Required—English, Algebra, Commercial Geography.
Elect one—Stenography, Physics, Modern Language.

**Second Semester**

Required—English or Argumentation, Algebra, Commercial Law.
Elect one—Stenography, Physics, Modern Language.

### Fourth Year

**First Semester**

Required—English, Geometry, Economics.
Elect one—Stenography, History III, Physics, Modern Language.

**Second Semester**

Required—English, Geometry, Advanced Bookkeeping.
Elect one—Stenography, History III, Physics, Modern Language.

## DOMESTIC ARTS COURSE

### First Year

**First Semester**

- Required—English, Algebra, Physiography.
- Elect one—Drawing, Civics, Penmanship.

**Second Semester**

- Required—English, Algebra, Physiography and Physiology.
- Elect one—Drawing, Penmanship and Commercial Correspondence, Civics.

### Second Year

**First Semester**

- Required—English, Geometry, Elementary Cooking.
- Elect one—Botany, Zoology, Drawing, Modern Language, History I.

**Second Semester**

- Required—English, Plane Geometry, Elementary Sewing.
- Elect one—Botany, Zoology, Drawing, Modern Language, History I.

### Third Year

**First Semester**

- Required—English, Physics, Advanced Cooking.
- Elect one—Zoology, History II, Modern Language.

**Second Semester**

- Required—English, Physics, Advanced Sewing.
- Elect one—Zoology, History II, Modern Language.

### Fourth Year

**First Semester**

- Required—English; Chemistry; Dietetics, Home Nursing, Home and Social Economics.
- Elect one—History III, Physics, Modern Language.

**Second Semester**

- Required—English; Chemistry; Dietetics, Home Nursing, Home and Social Economics.
- Elect one—History III, Physics, Modern Language.

## TEACHERS' COURSE

### First Year

**First Semester**

Required—English, Algebra, Physiography.
Elect one—Latin, Civics, Penmanship.

**Second Semester**

Required—English, Algebra, Physiography and Physiology.
Elect one—Latin, Civics, Penmanship and Commercial Corresp., Drawing.

### Second Year

**First Semester**

Required—English, Plane Geometry, History I.
Elect one—Botany, Latin, Drawing.

**Second Semester**

Required—English, Plane Geometry, History I.
Elect one—Botany, Latin, Drawing.

### Third Year

**First Semester**

Required—English, Zoology, History II.
Elect one—Drawing, Physics, Music and Oratory.

**Second Semester**

Required—English, Zoology, History II.
Elect one—Physics, Music and Oratory, Commercial Geography.

### Fourth Year

**First Semester**

Required—English, History III, Commercial Arithmetic, Economics.

**Second Semester**

Required—Teachers' English, History III, Commercial Arithmetic, Pedagogy.

## CREDITS

A credit is given for one study requiring five prepared recitations per week, for one year. In estimating credits, double laboratory periods in Drawing, Manual Training, Bookkeeping, and Domestic Science count as one, as this work requires very little outside preparation.

No credit is given for part of a semester's work in any study.

No credit is given for work done outside of the regular classes, either during the summer vacation or at other times unless the principal's consent has been secured before the work is begun and the regular examination given in High School is passed when it is completed.

A half-credit in any full year subject will not count toward graduation except in foreign language work and in this case only after one full year has been completed.

Pupils of exceptional ability who expect to attend college may, by careful selection of their high school subjects, choose those which will give them college credit. For instance—they may select Advanced Algebra and Trigonometry for one of their sixteen credits required for graduation and at the same time receive college credit for these. There are still other combinations about which pupils, desiring to take advantage of this opportunity, should consult the Principal.

## GRADUATION

As a condition of graduation all the required studies of the course must be completed (8 credits) and enough elective studies to make the total number of credits (16).

No diploma will be granted to any student who has not taken at least one semester of work in Rockford High School.

## CLASSIFICATION

At the beginning of each semester, pupils will be classified as follows:

Freshmen—Satisfactory evidence of having completed 8th grade work.

Sophomore—Required work of Freshmen year completed with a total of four credits.

Junior—Required work of Freshmen and Sophomore years completed, with a total of eight credits.

Senior—Required work of the three previous years completed, with a total of twelve credits.

For graduation—All the required studies of the course completed, with a total of sixteen credits, not counting half-credits in yearly subjects.

Pupils will be classified with their lowest required study. No advance in classification can be made when required studies are omitted.

## RULES FOR SENIOR WORK

At least six weeks before Commencement week, candidates for graduation shall be required to take examinations in work in which their grade is below 83%.

Pupils whose work at the close of the examination is up to the required standard and who have no back work unfinished, will be counted members of the graduating class and excused from further examinations, if grades for the remainder of the term are 83% or above.

In any case in which the record of the last six weeks shall fall below 83%, the student may be required at the close of the term to pass an examination on that portion of the study taken during the last semester.

No person who fails to complete the work by the required time shall be counted a member of the class until all conditions are cancelled in accordance with the following rules.

No senior, failing in a study, will be permitted to take more than two special examinations in that study, and all conditions, all work, and all examinations must be finished by the Friday preceding Commencement.

The passing grade of the Rockford High School shall be 75%. To receive a diploma a pupil must have completed sixteen credits with that grade, except that in one study of the last year the grade may be as low as 65%, if the full sixteen credits average at least 80%.

No one who has not finished the prescribed work with in the prescribed time, according to the above rules, will be permitted to have his name appear on the program, to receive a diploma, or in any way take part in the Commencement exercises.

## ENGLISH

This course covers four years—five recitations a week

The aims of the English work are to aid pupils to express their thoughts and feelings clearly, correctly, and fluently; to intelligently interpret the thoughts and feelings of others when spoken or written; to develop a taste for good literature; to enable the student to familiarize himself with the chief facts of English and American literary history.

During the first two years the work is about equally divided between composition and the study of the classics.

The essentials of grammar are revised to aid in securing clearness in sentence structure and to correlate the study of foreign language.

Oral composition is a salient feature of the entire course, its aim being to produce spontaneity of expression with grammatical correctness.

Written themes, one page in length, are required weekly. Many short themes are required at the blackboard; but no exercise is required until, through questions and suggestions, the pupils understand definitely just what is desired.

Selections from prose and poetry are memorized for the purpose of increasing the pupil's vocabulary as well as helping to develop a taste for ideal language and literature.

### First Year

Time: 40 weeks.

Text: Hitchcock's Enlarged Practice Book.

Reading. First Semester—Greek Gods, Heroes, and Men. Second Semester—Eliot's Silas Marner; Three Narrative Poems.

50
50
30
130

The Freshman work in English is devoted largely to composition with drill work in punctuation and spelling. The purpose is to acquaint the pupil with the means of clear and concise expression, both oral and written, of his ideas and experiences.

In the second semester, work in English grammar is taken up.

### Second Year

Time: 40 weeks.

Text: Hitchcock's Enlarged Practice Book.

Reading: First Semester—Tennyson's Idylls of the King; Scott's Ivanhoe or Quentin Durward.

Second Semester—Dickens's Tale of Two Cities; Scott's Lay of the Last Minstrel or Marmion; Shakespeare's Julius Caesar or As You Like It.

The work of the Sophomore year, like that of the Freshman year, is largely composition. The pupil is now familiar with the different forms of prose discourse and more detailed instruction is given to developing these. Rhetoric work is taken up—the different forms of sentence structure—and studied. Paragraph development, both isolated and related, is worked out by the laboratory method in the theme work. The first semester the grammar, which was introduced the last half of the Freshman year, is completed.

### Third Year

Time: 40 weeks.

Texts: Rhetoric—Composition, Brooks and Hubbard. History of American Literature, Newcomer.

Reading: First Semester—Franklin's Autobiography; Irving's Sketch Book; The Last of the Mohicans and Deer Slayer; Poe's Tales and Poems.

Second Semester—Hawthorne's House of Seven Gables; Webster's First Bunker Hill Oration or Washington's Farewell Address; Selections from the Chief American Poets; American Essays and Sketches, and contemporary writers.

While the composition work of the third year follows

in a general way that of the two previous years, emphasis is laid on the creative rather than the mechanical side of writing. In order to develop originality and individuality in expression, a wider range of subject matter and an opportunity for more extended treatment is given. Outline work receives special attention in connection with expositional writing and the study of the oration.

A general survey of the history of American literature is made vital by a study of representative types of the productions of the various periods. The forming of individual estimates of the classics studied is encouraged.

### Fourth Year.

Time: 40 weeks.

Texts: Composition and Rhetoric—Brooks and Hubbard. History of English Literature—Halleck.

Reading: First Semester—Shakespeare's Hamlet or Macbeth, and Midsummer Night's Dream.

Milton's Minor Poems and Sonnets, Paradise Lost.

Addison's DeCoverley Papers.

Second Semester—Blackmore's Lorna Doone.

DeQuincey's English Mail Coach and Joan of Arc, or Flight of the Tartars.

Macaulay's Addison and Johnson or Clive and Hastings.

Browning's Poems.

In the fourth year the time is divided between the study of the history of English literature, composition, and the typical examples of the most important forms of literature; viz., the essay, the novel, the drama, narrative and lyric poetry.

In the study of the history of English literature, emphasis is placed upon general movements and tendencies in literature, and their relations to national conditions. In each period the works of at least one or two typical authors are intensively studied. Reports are also given on selections from contemporary authors. The chief aims in this course are to widen the pupil's knowledge and appreciа-

tion of literature and to teach him to consider the selections he reads in relation to the author's personality and the age in which they were written.

The fourth year pupil is expected to write good English fluently. Practice is given in all forms of prose discourse. A part of the subject matter used in composition is closely correlated with the study of English literature; the remainder deals with the pupil's own experiences and opinions, and is made as practical as possible.

## TEACHERS' ENGLISH

In the second semester of the Senior year a course in English is offered, especially adapted for those who are intending to teach without a Normal school, or College training.

The work includes a review of English grammar; an intensive study of "Reading in the Public Schools" by Briggs and Coffman; and Poems for the Study of Language, prescribed in the Course of Study for the Common Schools of Illinois. The latter is studied, not for the interpretation of the thought, but why and how they shall be presented in the class-room.

The place story telling holds in our theory of education, and the kind of stories to tell are freely discussed. Much drill is given in actual story telling.

Throughout the course, emphasis is laid on theme writing, the making of outlines, speech making, and oral reading.

## PEDAGOGY

Time: 20 weeks.

Text: Education, Thorndike.

1. Study of the principles of education in text book.
2. Supplementary work, orally and through reference books.
3. Observation work in the grade schools during the latter part of the course.
4. Study of a portion of the State elementary course of study.
5. The reading of at least one pedagogical book with report of the same in class.

## GREEK

A two years' course in Greek is offered, to be given if requested by the minimum number of pupils per class allowed by the Board of Education.

During the first year, the work consists of the study of White's First Greek Book; also the reading, during the latter part of the year, of four chapters of Book I, Xenophon's Anabasis. By this time the pupils find sight work in the Greek Testament pleasing.

In the second year, the reading in the Anabasis is continued so that Books I, II, III, and IV are completed. Goodwin's Grammar is used. Woodruff's Prose Composition is employed for the prose writing. The latter part of the year is devoted to the Iliad, when Books I, II, and III are read with attention to the scansion.

## LATIN

The general aim of the course in Latin is to create an appreciation of the Latin language.

During the first two years the endeavor is made to develop, through the daily lesson, industry and perseverance, painstaking attention to details, and reasonable power. Effort is made to re-inforce the knowledge of English grammar, and to awaken a language sense.

During the last two years, the work is broadened to give an appreciation of Roman life, literature, and art. Here the pupil develops the power of translating easily and fluently, into idiomatic English, the thought of the author he is reading.

### First Year

Time: 40 weeks.

Text: Smith's Latin Lessons.

The aim is threefold: to make the Latin language seem alive; to make the first year work of value for general culture; and to prepare thoroughly for the work of the second year.

Latin songs are sung, familiar Latin quotations are learned, letters and stories are written in Latin, and con-

versation in Latin is encouraged. The work on derivatives shows how the Latin still lives in the English language.

Stress is laid upon the learning of vocabularies, forms, and idioms. Perception Cards handled briskly in class are a great help to the pupil along this line.

Constructions necessary for the work of the second year are thoroughly taught, and sentences illustrating these constructions are translated from Latin into English, and from English into Latin. The principles of English grammar are referred to constantly in direct connection with the Latin rules.

As a preparation for the reading of connected Latin, simple Roman stories are translated at sight.

## LATIN

### Second Year

Time: 40 weeks.

Texts: Collar's The New Gradatim, Kelsey's Caesar's Gallic War, Baker & Inglis's Latin Composition, Bennett's Latin Grammar.

In the first semester of the second year of Latin, anecdotes from Collar's New Gradatim, including The Argonauts or Ulysses, are substituted for one book of Caesar's Gallic War. Following this, either Book II or III of The Gallic War is read. During the second semester, Books I and IV are translated. An effort is made during this year to develop facility in translating into idiomatic English, and also to accustom the pupil to sight reading. Emphasis is laid upon analysis of the structure of Latin sentences as a help to translation.

A topical study of Latin Grammar is pursued, in connection with which a period a week is devoted to the translating of English sentences into Latin, with Baker and Inglis's Latin Composition, Part I as a basis. Forms of words are constantly reviewed. The pupils are encouraged to a better comprehension of English words by observing the derivatives from the Latin.

### Third Year.

Time: 40 weeks.

Texts: Kelsey's—Cicero's Selected Orations and Letters, Gleason's A Term of Ovid, Baker & Inglis's Latin Composition, Bennett's Latin Grammar.

The third year is devoted to the study of Cicero and Ovid. Of Cicero, six orations are read, including the four Catilinarian and the Manilian Law. Grammatical work continues much the same as in the second year, accompanied by composition work in Baker and Inglis's Latin Composition Part II. The analysis of sentence structure is continued. Roman Political Institutions and History are touched upon as occasion warrants.

About 500 lines of Ovid are read, with some attention to both oral and written scansion. During this entire year as much sight reading as possible is done.

### Fourth Year

Time: 40 weeks.

Text: Virgil, Frieze; A Term of Ovid, Gleason; Latin Grammar, Bennett.

Six books of the Aeneid are read. During the first semester, emphasis is laid on poetic forms, constructions, and order; portions are read metrically.

Pictures, stories from the myths, and maps are used in making the story as vivid as possible. It is the aim during the study of the Aeneid to develop an appreciation of the literary value of the poem, and especially of its influence upon later literature.

During the year, the work in Ovid's Metamorphosis, begun in the Junior year, is completed. This amounts in all to about fifteen hundred lines.

## GERMAN

The aim of the German department of the Rockford High School is to give the pupils a practical knowledge of the German language and to interest them in the life, songs, customs, and literature of the German people.

The entire three years' course enables the pupils (1)

to express simple thought orally and in writing in good German, (2) to understand the language when spoken distinctly, (3) to read ordinary books rapidly and intelligently.

### First Year

Time: 40 weeks.

Text: Spanhoofd's Elementarbuch, and selections from Glück Auf or a similar reader. (60-100 pages.)

In the first year special attention is given to the acquisition of a correct pronunciation. The declension of the articles; of the limiting and descriptive adjectives; of strong and weak nouns; of personal, relative, and demonstrative pronouns; the present and past of the modal auxiliaries; the conjugation of strong and weak verbs in five tenses; the principal parts of about seventy-five of the most common strong verbs; the leading prepositions and the cases governed by each; and the principal rules for sentence construction and word order are required.

From the first, German is used in the class room as much as is feasible, and all grammar is taught inductively.

Die Lorelei, Du bist wie eine Blume, O Tannenbaum, Die Wacht Am Rhein and Das Heidenröslein are sung and committed to memory.

During the second semester the German script is taught and is used thereafter in all written work.

### Second Year

Time: 40 weeks.

Reading: About 150-200 pages of such books as Immensee, Germelshausen, Der Zerbrochene Krug, Das Peterle von Nürnberg, Höher als die Kirche, Der Weg zum Glück, Deutsche Heimat.

The language of the classroom becomes almost exclusively German. The elements of grammar are reviewed and inflections, not completed, are completed. Special attention is given to the modals, strong verbs, the passive voice and the subjunctive. Siegfrieds Schwert, Barbarossa, and Erlkönig are committed to memory.

### Third Year

Time: 40 weeks.

Reading: About 400-500 pages of such books as Die Blinden, Der Fluch der Schönheit, Die Journalisten, Das edle Blut, Der Talismann, Der Bibliothekar, Der Schwiegersohn, and possibly Wilhelm Tell, Herman und Dorothea, Emilia Galotti in the last semester.

Translation takes a very small part of the time, the greater time being devoted to reading and conversation in German. Constant drill in oral and written composition based on the text, with a weekly original composition on topics suggested by the text, keep before the pupil all the elements of German Grammar. Further details of grammar are taught as need for them arises.

During the third year the students play one or more one act comedies like "Einer musz heiraten", "Die Eifersüchtigen", "Meisterschaft", "Die Hochzeitsreise." A short concert of German songs and folk songs is also given on these occasions.

## FRENCH

### First Year

Time: 40 weeks.

Texts: Fraser and Squair's Shorter French Course; Pichon, Premières Notions de Vocabulaire et de Lecture; two of the following: Une Semaine a Paris, Labiche's Le Voyage de M. Perrichon, Labiche's La Poudre aux Yeux, Dumas's L'Evasion du Duc de Beaufort, Dumas's Le Conte de Monte-Cristo.

Pichon's Premières Notions is used the greater part of the first semester, the instruction is by the direct method and embraces chiefly vocabulary of common nouns, the present tense of some regular verbs and the more common irregular verbs. The rest of the year is devoted to the reading of at least two of the texts mentioned above and the study of grammar, lessons I-XXVIII.

### Second Year

Time: 40 weeks.

Texts: Fraser and Squair's Shorter French Course; A. W. Ballard's Short Stories for oral French; Mérimée's Colomba or Daudet's Tartarin de Tarascon; Augier's Le Gendre de M. Poirier or Pailleron's Le Monde ou l'on s'ennuie.

Grammar is used throughout the year so as to complete Part One or its equivalent. Two of the above mentioned texts are read, and the pupils write short French themes on assigned topics toward the close of the year. The language of the class room is French, except when translation and grammatical explanations require the use of English.

## SWEDISH

### First Year

Time.

Texts: Vickner's or Elmquist's Swedish Grammar; Geijerstam's Mina pojkar; Selma Lagerlöf's Valda berättelser; Helena Nyblom's Det ringer.

"Nina pojkar" is read the first semester, and the most necessary grammatical forms are learned through blackboard and notebook work. The second semester the edited grammar is used and studied as far as through the subjunctive, and the two remaining texts are read. Idioms are emphasized from the beginning and conversation is introduced during this semester.

### Second Year.

Time.

Texts: Swedish Grammar as above; Tor Hedberg's Pa Torpa gard; Grimberg's Sveriges historia för folkskolan; En herrgardssägen. Nils Holgerssons resa.

Grammar and composition is used the first part of the course but later on, formal composition is laid aside for short essays and letter writing. Two representative Swed-

ish novels are read during the year, and the greater part of the second semester is given over to a brief survey of Swedish history. The language of the class room is chiefly Swedish.

Observe! Pupils who have a fair knowledge of Swedish grammar and can speak the language quite fluently, may elect 1 Swedish 2 or 2 Swedish 1 according to proficiency shown. Credit is given only for work actually done in class or taken by examination.

## HISTORY

The purpose of a history course is to sum up the principal agencies that have made our present day civilization. The advantages of a history course are many, namely,—

1. Informational value is promoted through a fund of historical facts. This information may be of a general or special value, as to the lawyer, journalist, and also to enable the individual to read intelligently the morning paper.

2. Intellectual value is gained through the exercise of the memory and training of the imagination, judgment, and reasoning power.

3. Ethical value is emphasized through the training of morals. Lessons of right and wrong are brought out unconsciously by examples of traitors, heroes, and patriotism.

4. Training in written and oral expression is developed easily because of the accessibility to material.

### History I

Time: 40 weeks.

**First Semester:** Text—Outlines of Greek History—Morey.

The aim of this course is to present a brief survey of the beginning of civilization and its development among the principal oriental nations, including China, India, Babylonia, Assyria, Egypt, Phoenicia and Persia. This course discusses the origin of political and social institutions, religions, arts, and sciences, and the Asiatic sources of Eu-

ropean civilization. It constitutes an introduction to the general study of history. Greek history opens with the legendary period in which the simple, childlike beauty of the Greeks is illustrated in the way in which they solve their various problems. This is followed by the historic period, which shows the development of the activities originated in oriental history, by suitable illustrations from their literature and monuments, and emphasizes only the cause and effect of the wars. Many photographic reproductions, prints, and a few relics of the ancient remains are passed around the class to lend a warmth of reality. The geographic importance of history is continually presented, and several maps are made to assist the memory and cultivate carefulness and neatness. Some reports from accessible sources are given and outlines or summaries of a certain chapter or period are simply but logically recorded in the notebooks.

**Second Semester:** Text—Outlines of Roman History —Morey.

This course gives the relation of the Romans to the Greeks and follows the gradual growth of Rome from a tribal organism to the master of the Mediterranean lands, and its downfall. Then it takes up briefly the transition to the Charlemagne period, A. D. 800.

The political, military, religious, economic, and social life of the Romans is exemplified by topics, debates, collateral readings, illustrated lectures, and maps. Some attention is given to the work of the archaeologists in Rome. Striking analogies between Rome and modern political forms and institutions are brought to the notice of the pupils. Notebooks are kept.

### History II

Time: 40 weeks.

Text: Modern History—Europe, West.

**First Semester.** The Modern History course opens with a study of the Barbarian Invasions. Thereafter follows the dark ages including Charlemagne, Feudalism, Em-

pire, and Papacy. The crusades with their effects upon Western Europe leads one into the periods of Rise of Towns and Rise of Monarchic States. The semester closes with the interesting Renaissance Age.

**Second Semester.** This work covers the period from the sixteenth century to our times. The chief topics discussed are: Protestant Reformation, French Revolution and the reactionary period, Development of Modern European States with special emphasis upon England, Germany, France, Austria Hungary, Russia and Italy. The course is concluded with an inquiry into the position of European powers today. The latter is gained from magazines, which encourages the reading of better magazines.

Throughout the year maps are made and pictures used which help to fix the essentials. A note-book is required in which are recorded notes on outside reading and outlines for class work. The purpose of the outside reading is to give pupils practice in using books, and a larger conception of history including various points of view. The reading involves source reading which shows the pupil the importance of accuracy and develops historical mindedness or the ability to draw conclusions and form opinions for himself.

### History III

Time: 40 weeks.

Text: History of the United States.—James & Sanford. The McKinley Maps.

Forman, Advanced United States History for general reference. The course is open to Seniors and presupposes credit in courses 1 or 11 and Civics.

The purpose of the course is to present to the pupil an adequate idea of all the essential things on the up-building of the country, and to supplement this by a study of the development of government, foreign relations and economic conditions.

The work of the first semester covers the periods of discovery and exploration and an intensive study of the two great periods in our colonial history, from 1760 to 1771 and

1781 to 1789. It is intended to give a clear understanding of the causes leading up to the American Revolution, and also of the development of the Constitution. Emphasis is given to the Constitutional Convention of 1787. (References—Economic History of the United States by Bogart and Madison's Journal.)

The work of the second semester covers the administration period from 1789 to 1850; from 1850 to the Reconstruction; and from the end of the Reconstruction to the present time. Topical study is made of the tariff, slavery, expansion, commerce, and political parties. Many of the details of the Civil War are omitted, but attention is paid to the causes, general plan and geography, and the political and industrial questions of the time.

## CIVICS

Time: 20 weeks.

Text: Willoughby's "Rights and Duties of American Citizenship."

Study of "The Government of Rockford City and Town, and of Winnebago County."

Actual organization of City Council.

Study of the proceedings in a criminal case and conducting of a regular criminal trial.

Detailed study of the functions of city government.

Brief study of Government of State of Illinois.

Legislative Department.

Executive Department.

Judicial Department.

Study of "Willoughby."

Part I.

Suffrage.

Forms of Government.

Law.

Part II.

Legislative Department of United States.

Executive Department of United States.

Judicial Department of United States.

## MATHEMATICS

The aim is to teach mathematical principles, correct habits of reasoning, clearness and accuracy of expression in the language of mathematics, and a compact and orderly arrangement of written work.

### First Year

**Elementary Algebra.**

Text: Hawkes, Luby & Touton—First Course.

Time: Forty weeks; five periods per week.

The four fundamental operations, together with the use of parenthesis, factors, common divisors and common multiples, fractions, including ratio and proportion; involution; the binomial theorem for positive integral exponents; irrational numbers; extraction of square root; inequalities; linear and quadratic equations, including practical problems and the use of the graph.

### Second Year

**Plane Geometry.**

Text: Lyman's Plane Geometry.

Time: Forty weeks, five periods per week.

General properties of plane rectilinear figures, the measurement of angles, the circle, proportion and similar figures, projection and areas, problems in construction, computation, and loci; maxima and minima; historical notes. Emphasis being placed upon original solution of exercises.

### Third Year

**Solid Geometry.**

Text: Lyman's Solid Geometry.

Time: Twenty weeks, five periods per week.

The relation of lines, planes, and angles, in space; the properties of polyhedra, cylinders, cones, similar solids, the sphere, and spherical triangles; constructions; making of models; the solution of a great number of original exercises, including loci problems, and the mensuration of surfaces and solids.

**Review Algebra.**

Text: Hawkes, Luby & Touton—Second Course.

Time: Twenty weeks, five periods per week.

A thorough review and extended treatment of the more important topics of elementary algebra, factors, highest common factor by division; complex fractions; theory of exponents; irrational numbers and imaginaries, including square roots of binomial surds and cube root; theory of equations; simultaneous quadratic equations with graphs; ratio and proportion; variation and progressions; also, proof of binomial theorem for positive integral exponents; logarithms.

Emphasis upon translating problems into equations, solving and interpreting results.

### Fourth Year

**Advanced Algebra.**

Text: Hawk's.

Time: Twenty weeks, five periods per week.

Review. Permutations and combinations; complex numbers with graphical representation; undetermined coefficients; binomial theorem for fractional and negative exponents; mathematical induction; theory of equations; numerical equations of higher degree; determinants; partial fractions; logarithms; inequalities.

**Plane Trigonometry.**

Text: Durell.

Time: Twenty weeks, five periods per week.

Circular measurements of angles; definitions, and relations of the six trigonometric functions as ratios; their fundamental relations and graphic representation; derivation and application of formulae; trigonometric identities and equations; inverse functions; graphic and numerical solution of right and oblique triangles with simple applications.

### ASTRONOMY

Text: Young's Lessons in Astronomy.

Time: Twenty weeks.

The text-book is supplemented by diagrams and prob-

lems. References are frequently made to the Nautical Almanac and Ephemeris to familiarize the student with some of its uses.

A study is made of the constellations visible during the time, and the first magnitude stars are located, as are the planets then visible.

## PHYSIOGRAPHY (Commercial Course)

Text: Modern Geography, Salisbury, Barrows and Tower.

Time: Forty weeks, five periods per week.

The course aims to teach those underlying principles of physiography which are essential to an understanding of regional geography. A brief study is made of physiographic processes and features and the relation of these to transportation and industries is developed at greater length. Throughout the course locational work is emphasized. About two-fifths of the time is given to laboratory and field work.

## PHYSIOGRAPHY (Other Courses)

Text: Modern Geography, Salisbury, Barrows and Tower.

Time: Thirty weeks, five periods per week.

A study is made of the processes producing changes on the surface of the land the features locally to be seen which are a result of these processes. About one month is devoted to mathematical geography, the study of map projections, and the interpretation of maps; one month to plains, plateaus, mountains, volcanoes and earthquakes; one month to the study of common minerals, rocks, soils and weathering; two and one-half months to the study of ground water, wells, springs, caves, development of stream valleys, and glaciers; two months to meteorology.

Some of the topics studied which illustrate physiographic control of human activities are: rock formations underlying Rockford and their relation to Rockford's water supply; character and origin of local soil, testing the recep-

tive and retentive capacity of soils, and the conservation of soil moisture; the prevention of the washing of soils, and the formation of gullies; effect of ice sheet on the soils, and topography of Winnebago County; relation of glacial lakes, streams, and stream valleys and irregular shore lines to exploration; settlement and present population and industries; relation of forests to floods, water power and irrigation; mountains as barriers; effects of various elements of climate upon life.

The laboratory is well equipped with maps, globes, seasonal and meteorological and other apparatus and lantern slides. About one-half of the time is devoted to laboratory and field work.

## PHYSIOLOGY (Commercial Course)

Text: Human Physiology—Ritchie.

Time: Twenty weeks.

The work consists of recitations and laboratory work, made up of experiments, drawings, and reference work. A brief study of seven systems of the body, their structure, function, and care. Emphasis is laid upon cleanlines, fresh air, good food, play and sleep as factors of good health.

A study of bacteria, their manner of entering the body through careless habits, how they may or may not cause disease, ways in which these diseases may be communicated, natural and artificial immunity, disinfection, and characteristics of some common preventable diseases.

A short time is spent on first aid to the injured, bandaging, burns, sprains, surface wounds and artificial respiration.

## PHYSIOLOGY (Other Courses)

Time: Ten weeks.

Text: Ritchie's Human Physiology.

The object of the course is to teach the general laws of health and to establish hygienic habits. Only such general facts of structure are studied as are necessary to the understanding of the principal physiological processes.

The course includes a study of the skeletal, muscular, digestive, circulatory, respiratory, nervous and excretory systems of the human body. A study of bacteria and their relation to disease, and the influence of alcohol and narcotics on the efficiency of the human machine. Charts, models, and a few simple experiments are used to supplement the text.

## ZOOLOGY

Text: General Zoology. Linville and Kelly.

Time: Forty weeks; seven periods per week.

The course in zoology requires a certain amount of laboratory work, to bring the pupil face to face with the forms studied, and field work to relate the facts observed in the laboratory to their actual place in nature. On the foundation thus laid, a broader knowledge of related forms is obtained by the use of the text and reference books.

The selection of types studied and the order in which these are presented vary somewhat from year to year. The fall months are usually devoted to the study of insects, the winter, to the lower invertebrates, while birds and other vertebrates are studied in the spring. The compound microscope is used, as needed, throughout the course.

Field work is required, especially in connection with the study of insects, pond life, and birds.

Attention is given to the economic importance of organisms for good or evil, their relation to agriculture, to the household, and to the health of man. A laboratory notebook is required.

## BOTANY

Text: Coulter's Text Book of Botany.

Time: 40 weeks; seven periods per week.

**Algae.**—Common algae are collected and enough forms studied in the laboratory to illustrate the increase in complexity of structure of plant bodies of this group and the various methods of reproduction. The physiology of the group is taught by experiments.

**Fungi.**—In connection with the laboratory work with

various kinds of fungi, the meaning of the saprophytic and parasitic habit is discussed and the relation of bacteria to decay, and fixation of nitrogen.

**Liverworts, Mosses, Ferns and Horsetails**—The subjects of alternation of generations, differentiation of tissues and organs, and increasing complexity of reproductive bodies, are the subjects emphasized here.

**Seed Plants, Conifers, Monocots, and Dicots.**—Nearly three-fourths of the time is spent in the study of these groups. About one month is spent in the study of germination and relation of plants to the soil. The gross and microscopic structure of root, stem, and leaf, as well as their physiology and their relation to environment are studied. A flower calendar is kept, both spring and fall,—so that the students may learn to recognize the common native herbs, shrubs, and trees. Representatives of the larger plant families are studied. Cross and self-pollination, the significance of the annual and perennial habit, plant societies, weeds and their eradication, and plant breeding are other topics considered.

The leaves and fruits of many of the native trees, shrubs, and vines, as well as their winter twigs, are studied, with some library work on subject of forestry.

## PHYSICS

Time: Forty weeks.

Text: First Principles of Physics, Carhart and Chute.

Our library contains nearly all the standard high school and college texts; and constant reference is made to them in class room and laboratory.

Elective to those having eight credits. Required by nearly all colleges for entrance.

The purpose of the course in Physics is to familiarize the pupils with the phenomena of daily life that appear in all we see, hear, or do. These phenomena are all governed by laws or principles. It is the object of our course to have the pupil understand and prove as many of them as time permits. We spend three periods a week in class room

recitation and demonstration and four periods for laboratory work. We perform about sixty experiments a year. About forty of these involve accurate weighing, measuring, or other instrumental readings, and are known as quantitative experiments. We use such manuals as Adams, Chute, Reeve, and Coleman.

The topics studied the first semester are:

Properties of Matter.
Mechanics of Liquids and Gases.
Mechanics of Solids.
Mechanical Work and Machines.
Sound.

We study such things as pumps, siphons, barometers, clocks, hydrometers, tuning forks, and musical instruments. We visit, as a class, such places as a blacksmith shop to study the properties of metals; laundry, to see clothes dried by centrifugal force, and a music store to study the piano and other musical instruments.

During the second semester, we study these topics:

Heat.
Light.
Magnetism.
Electrostatics, and
Electricity.

During this semester, the work is made even more practical by a thorough study of heating and ventilating systems; efficiency and candle power of different kinds of illumination, such as candles, gas flames, kerosene lamps and electric lamps; and the use of electricity in the home and factory. During the year the pupil prepares a special topic upon some practical problem in which he is interested.

## CHEMISTRY

Time: Forty weeks.

Text: Elementary Chemistry, Morgan & Lyman.

We use such laboratory manuals as Brownlee, McPherson and Henderson, McFarland, and Allyn.

Elective to all who have had Physics and by special

permission to girls having twelve credits.

Aim: The aim of the course in Chemistry is to give a thorough knowledge of the fundamental principles of the science as a part of a liberal high school education, and also to teach accurate manipulation for the benefit of those who intend to continue the subject in college or a professional school.

Four periods a week are spent in laboratory and three periods in class room recitation and demonstration.

During the first semester we study and experiment with the common gases and non-metals such as oxygen, hydrogen, chlorine, sulphur, iodine, and phosphorus. We do a number of quantitative experiments during this semester.

We take up the subject of metals and their compounds the second semester. We reduce many of the common minerals to their metals and in this way learn the elementary principles of metallurgy. We also show the applications of the science to agriculture, to the manufacturer and the housewife. The class visits the gas works, the lime kiln, the tannery and the paper mill.

All through the course, the theoretical conceptions of the science, the rules for naming compounds, the significance of formulas, and chemical equations are emphasized. The arithmetic of Chemistry is given much attention during the second semester.

A special topic is prepared by each pupil during the year. The pupils are also encouraged to read current magazine articles along the lines of modern applied and theoretical Chemistry.

## HOUSEHOLD ARTS

"Household Arts as a distinctive subject of instruction is the study of the economic, sanitary, and aesthetic aspects of food, clothing and shelter as connected with their selection, preparation and use for the family, in the home or by other groups of people."

This subject involves a knowledge of

Science, i. e., some parts (not all) of general chemistry, chemistry of foods and of nutrition, of physics, physiology and hygiene, and bacteriology (applied in food preparation, nutrition, clothing, house structure and furnishing and cleaning processes).

Art, i. e., a knowledge of suitability in line proportion, color and color combination in all utilities and combination of clothing, house plan and furnishing through which the greatest utility of goods may be secured and good taste which has both aesthetic and ethical value.

Economics, e. g., a knowledge of production of goods and the factors involved, as they affect the cost and nature of a commodity; knowledge of consumption of goods in order to secure better production and greatest value of goods purchased for the household.

Sociology, e. g., the history and status of the family, as an institution, interrelation of the home and modern social betterment movement.

The work as planned has as its aim the working out of the relation of the subjects of instruction included in a complete Household Arts course, indicating the training possibilities of each line of work.

## First Year

**Elementary Cooking.**

Time: 20 weeks. Five double periods per week.

Text: Elements of the Theory and Practice of Cookery—Williams and Fisher.

This course includes preparation of foods, study of food production, simple applied chemistry and other related sciences.

**Elementary Sewing.**

Time: 20 weeks. Five double periods per week.

Text: Shelter and Clothing—Kinne and Cooley.

Undergarments and a simple waist are drafted and made. A study of textiles and the economic aspects of clothing are taken up.

## Second Year

**Advanced Cooking.**

Time: 20 weeks. Five double periods per week.

Text: Foods and Household Management—Kinne and Cooley.

This is a continuation of the first year course with special emphasis on the combination of foods, the planning and serving of meals which shall not exceed a given cost. Excursions to various points of interest in the city are planned at intervals during the year. These include visit to a Dairy, Wholesale Bakery, Candy Factory, Ice Cream Factory, Meat Market, Grocery Store, etc.

**Advanced Sewing.**

Time: 20 weeks. Five double periods per week.

Text: Shelter and Clothing—Kinne and Cooley.

**Millinery and Art Needle Work.**—This is an advanced course in drafting and garment making. It is planned to develop skill and originality in both the designing and making of clothes, as well as harmony of color and line.

History of Costume, Costume Design, Hygiene of Clothing, Economics of Dress, Care and Repair of Clothing, are taught in connection with this course.

**Millinery.**—This course includes the designing, making and trimming of fall and spring hats. Special attention is given to harmony of color and line.

**Art Needle Work.**—The aim of this course is to develop good judgment and high standards of work; to give essentials of good design as applied to art needle work; and to apply this knowledge to useful articles, either house furnishing or clothing.

**Household Management and Home Decoration.** The aim of this course is to give practical knowledge of the problems concerned with the artistic planning and furnishing of a house and administration of household affairs.

It includes a study of Shelter and Home Life; Location of the House; House Planning and Construction; Heating, Lighting and Ventilation; Water Supply; Disposal of Waste; Plumbing; Furniture and Furnishings; Cost; Care

of the Home; Material for Cleaning; Household Parts, Household Labor, Saving Devices; Laundry Work, etc.

### Third Year

Dietetics, Home Nursing, Home and Social Economics.

Time: Forty weeks.

**Dietetics.**—Purposes of course are: to study the principles of human nutrition with special reference to food requirements, nutritive values, cost and to apply these principles to practical problems of the feeding of individuals, families and large groups.

**Home Nursing.**—Topics taken up in this course are personal hygiene, treatment of simple ailments, handling of emergencies, practical demonstrations in caring for sick, making and applying dressings and bandages.

**Home and Social Economics.**—This course treats with The Family; Evolution of the House and Home; Functions of the Family; Women's Industrial and Ethical Relations to Society.

## MUSIC

Text: Standard History of Music, by James Francis Cooke.

A two years' course is offered in the study of music. An opportunity is given to students to do original work in composition, and to sing in solo, duet, trio, quartet, and chorus work.

The following course is intended for students who have had music in the graded schools. Other students who may wish to take up music study should consult with the principal and teacher.

We become acquainted with the best music through the victrola which is used in class work.

### First Year

Time: Forty weeks (2 periods per week).

Brief study of music up to the year 1000 A. D., ancient musical instruments, modern orchestral instruments, Troubadours and Trouvères of France, Minnesingers and Meis-

tersingers of Germany, the origin of oratorio and opera, study of Mendelssohn's "Elijah," study of Verdi's Il Trovatore, study of Wagner's "Flying Dutchman," "Tannhauser," and "The Meistersinger," national songs, folk songs, ballads, art songs, Schubert and his music.

Characteristic music of England, Scotland, Ireland, Wales, Germany and America.

**Second Year**

Time: Forty weeks (2 periods per week).

Music studied from the standpoint of expression of

1. Nationality.
2. Formal construction.
3. Poetic thought.
4. Program music.

A careful study of instruments as made. Students learn to distinguish the sound of different instruments and their classification, such as violin, viola, double bass, violoncello, harp, flute, oboe, bassoon, clarinet, trumpet, trombone, and percussion instruments.

In this year the stories of Wagner's "Ring of the Nibelung" will be studied on the mythology on which they are based. There are four operas included; "The Rhinegold," "The Valkyrie," "Seigfried," and "The Dusk of the Gods."

Characteristic music of Italy, Spain, France, Bohemia, Hungary, Russia, Poland, Norway, Sweden, and America.

## COMMERCIAL ARITHMETIC

Time: Forty weeks.

Text: Moore and Miner Practical Business Arithmetic.

1. Special work in addition, subtraction, multiplication and division, preparing the student to do rapid and accurate work.

2. Factoring, cancellation, and essentials of greatest common divisors and least common multiple.

3. Fractions: common and decimal.

(a) Review with reference to fundamental principles and processes.

(b) Special attention to short methods with drills in practical use.

4. Compound and Denominate numbers.

Review of tables with practical application to use in the business world, with short methods and applications of same with drills.

5. Longitude and time with application to the business of today in railroading and navigation.

6. Percentage with drills and short methods, as applied to business and demonstrated under the following: Profit and Loss, Marking Goods, Trade Discount, Billing, Commission, Insurance, Interest (Simple, Compound and Banker's), Commercial Papers (Partial Payments, True and Bank Discount), Stocks and Bonds, Exchange, Taxes, Customs and Duties.

7. Metric System.

8. Supplementing the above with reviews and tests, to bring the student to a practical knowledge of arithmetic so it may be applied to business life.

## PENMANSHIP AND COMMERCIAL CORRESPONDENCE

Time: Forty weeks.

**Penmanship.**

Time: Twenty weeks.

Texts: Modern Business Penmanship, Palmer. Eldridge Speller.

Business penmanship is taught during two semesters. The first semester's work consists of a thorough development of muscular movements, capitals and letter combinations, and sentences as portrayed in actual correspondence.

In developing the work about 65 full page copy plates are executed. Each day the pupil must maintain an average of 80 per cent or better in spelling.

**Commercial Correspondence.**

Time: Twenty weeks.

Texts: How to do Business by Letter, Cody; Exer-

cises in Business Letter Writing, Cody.

This course is intended for pupils who desire to become able to write creditable and up-to-date business letters in a conversational style of English.

Special emphasis is placed upon proper form, style and arrangement together with the development of salesmanship and a general business instinct.

Penmanship, word study, and language are developed in accordance with the requirements of business.

## STENOGRAPHY

### First Year

Time: 40 weeks.

**Shorthand.**

Texts: Gregg Shorthand Manual and Gregg Writer.

Special attention is given to the principles and rules for writing words. The recitations consist in words and sentences being dictated to pupils and read back by them. Work is done at seats and at blackboards. The daily work is carefully corrected. The text is finished and reviewed the first year.

**Typewriting.**

Text: Rational Typewriting.

Special care is taken to have the pupil write by touch method, use correct fingering, and do accurate work. The text is finished, if possible.

### Second Year

**Shorthand.**

Time: 40 weeks.

Texts: Eldridge Dictation Exercises and Gregg Writer.

**Review Manual.**—Special study of word signs and phrases. Dictation of both new and old matter. Much reading of shorthand notes.

**Typewriting.**

There is no text.

The work is begun by practicing words, sentences, and paragraphs. Later, transcription of notes taken in shorthand class.

### Requirements

**Shorthand.**—One hundred words per minute for five minutes, on new matter.

**Typewriting.**—Forty words per minute, with less than 10 errors, for 15 minutes, on new matter; transcription at rate of 25 words per minute.

These requirements are for recommendation.

## BOOKKEEPING AND ACCOUNTING

Time: Forty weeks.

Text: Miner's Bookkeeping, Complete Course.

The chief object is to enable the student to master the fundamental principles of Bookkeeping and the application of these principles to the various problems that may arise in business. The Retail Fuel and Feed, Wholesale Carpet, Grain and Seed, Jobbing Furniture, and Wholesale Grocery sets are studied.

## ADVANCED BOOKKEEPING

Time: Twenty weeks.

Text: Miner's Bookkeeping, Complete Course. Marshall's Double Entry Drills, and Collateral Outside Exercises.

The Dry Goods, Manufacturing Corporation sets are studied together with the Single Entry method.

## ECONOMICS

Time: Twenty weeks.

Text: Elements of Political Economy,—Laughlin.

Part I of the book addresses itself to the task of presenting in a plain and simple form the elementary principles of political economy.

Part II deals with the application of principles to the leading questions of the day. Topics like Socialism, Taxation, the National Debt, Free Trade and Protection, Bimetallism, Banking, and the Labor Problem are discussed.

A stipulated amount of reading on current economic subjects is required each month. Debates on economic problems are held monthly. The whole trend of the course

is to apply economic principles to present problems in an endeavor to answer or at least interest the class in seeking an answer for them.

A semester theme, presented before the class, is required of each member of the class and enough time reserved to allow these to be read before the close of the semester.

## COMMERCIAL LAW

Time: Twenty weeks.

Text: Huffcut's Elements of Business Law.

A study of the fundamental principles of law that the business man will most frequently find of value to him. It is not the purpose of the course to make lawyers of those enrolled, but to teach them to conduct business dealings with an intelligent idea of their legal rights and limitations. The text is used in connection with the Commercial Law library, which is complete. Special reference is paid to Contracts, Sales of Personal Property and to Negotiable Instruments.

## COMMERCIAL GEOGRAPHY

Time: 20 weeks.

Text: Redway.

1. Study of the natural conditions affecting commerce.
2. Study of products: Foods, vegetable fibres, animals and animal fibres, woods, minerals, manufactured articles. Make use of samples, pictures, and lantern slides.
3. **Transportation.**—Cause for, methods, costs, articles transported, main routes.
4. **United States.**—Her products; what she has to sell; methods in striving for trade; what she buys; and rank in trading nations.
5. **Other countries.**—Take up in similar manner to study of U. S.

## MECHANICAL DRAWING AND SHOP WORK

The courses in mechanical drawing and shop work cover three years of two periods a day, alternating weekly,

so that the pupils are in mechanical drawing every other week and in the shops the alternate weeks.

## MECHANICAL DRAWING

The course is planned to develop in the pupil the ability: first, to produce a practical working drawing in accordance with the requirements of a modern drafting room; second, to read drawings.

The general work of the course is presented to the pupil by giving, in blue print form, the information necessary to do the required exercises, and is supplemented with individual instruction and suggestions by the teacher.

In the beginning the pupil is given exercises which teach the use of instruments and develop the ability to do neat free-hand lettering. Then follow some simple drawings, supplemented by recitations, which teach the relations of the three fundamental views of an object. All the work is presented in a form to develop the ability to read drawings as well as to make them. During the latter part of the first year stress is placed upon Isometric and Cabinet projection. In the first part of the second year Orthographic projection, the theory of working drawings, is taken up by means of a number of exercises and recitations. The remainder of the last two years is devoted to machine drawing and architectural drawing. Stress is placed upon tracing the last year and a half, and blue printing is given throughout the whole course.

In the architectural work, given the last semester of the third year, the student spends the whole time on different parts of the same problem, which may be the design of a house, cottage, or bungalow. To make the work as practical as possible, the student obtains a client, whom he consults as the work progresses. Pencil sketches at a small scale are first made and from these, floor plans, elevations, and details are drawn, traced, and blue printed.

The complete course in Mechanical Drawing is as follows:

### First Year

Time: Twenty weeks.
Preliminary exercises and lettering.
Geometric construction.
Simple working drawings.
Isometric and cabinet projections.

### Second Year

Time: Twenty weeks.
Orthographic projection.
Simple machine drawing.
Machine sketching.

### Third Year

Time: Twenty weeks.

**First Semester**—Complete set of tracings for a machine of not too complicated construction.

**Second Semester**—Architectural drawing.

## SHOPS

### First Year—Woodworking

Time: Twenty weeks.

**First Semester**—Definite training in the use of all common wood-working tools. Exercises in carpentry and cabinet making to teach the construction of important joints and fastenings, at the same time producing useful articles.

**Second Semester**—Wood turning, in which a knowledge is given of the operations and tools used to produce straight cylinders, and curved and tapered pieces, face plate and chuck work. Where possible useful articles are formed. Lectures both semesters on forestry, wood finishing, etc.

### Second Year—Forge and Foundry

Time: Twenty weeks.

Work is given one week in the foundry and one in the forge shop each month. Lectures covering the work in each department as metallurgy, fuels, fires, tools, etc.

**Foundry.**—Molds are made from patterns of rectangular form, of cylinders both solid and split, and from others requiring irregular partings, and green and dry cores. Various metals are used to fill the molds.

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**Cement work.**—Several exercises are made in cement or concrete, as urns, drinking fountains, etc.

**Forge.**—Work is done in iron to teach how to heat; how, when, and where to strike to produce drawing out; upsetting, bending, punching, splitting, and welding; and in steel to teach hardening, tempering, and annealing.

### Third Year—Machine Shop

Time: Twenty weeks.

**First Semester—Bench work** in chipping, filing, and scraping, fitting and assembling machinery. Work on lathe, planer, drill, press, and shaper that brings out the fundamental operations of turning straight and taper pieces, cutting threads, chuck work, etc., planing flat and irregular surfaces, and boring holes. Lectures on various machines and their operation and general discussions on methods of construction of dynamos, gas engines, and automobiles.

**Second Semester**—The principles learned the first semester in building gas engines and other mechanical devices are applied, following as nearly as possible commercial methods. Continuation of lectures.

## ART DEPARTMENT

**Credits:** Two credits toward graduation are given for two hours of work each day for two years. It is desirable, but not necessary, to take this work the first two years.

**Aim:** This course of study, together with one prepared for the grades, has two ends in view.

First, it plans to provide a logical course of training to which the average student may be held responsible from the first school year to the college, to the technical or to the fine arts school.

Second, it plans to equip the high school student with a knowledge of material things in the world about him

seen under various aspects and in various relationship and to define the principles that control good taste and to make clear their application to the practical problems of daily life.

### First Year

**First Semester.**

1. Representation.
    a. Scientific. Exact record of specified facts.
    b. Naturalistic. Appreciation and interpretation of the beauties of Nature.
    c. Out of Door Sketching.
2. Value Scale of Five Values.
3. Decorative Flower Composition.
4. Design and Craft Work.
5. Decorative Landscape.

**Second Semester**

1. Representation.
    a. Still Life.
    b. Pose.
2. Design and Color.
    a. Art in Dress. Line and Color.
    b. Cover for School Paper. (To be used the following year.)
3. Representation. Out of Door Sketching.
4. Picture Study.

### Second Year

**First Semester.**

1. Representation.
    a. Plant Composition—Advanced.
2. Color. Theory and Harmony.
3. Design and Craft.
    a. Woodblock Printing, Lettering, Advanced Book Binding, Leather Tooling and Coloring or Metal.
    b. Art in the Home.

**Second Semester**

1. Representation.

a. Still Life—Advanced.
b. Pose—Advanced.

2. Design. High School Annual.
3. Art History.
4. Original Craft Problems.

## PHYSICAL EDUCATION

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

### Aim

1. To develop and maintain good health and counteract many of the necessary ills of school room environment.
2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misused physical power.
3. To develop self-control, self-reliance, attention, concentration of thought, and dexterity, laying basis for successful manual as well as mental and moral training.
4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.
5. To develop a symmetrical body under the perfect control of the will.
6. To increase strength and power of endurance.
7. Perfect response between brain and muscles.
8. Preservation of health, by establishing bodily harmony, sound vital functions and a correct, healthy posture.

### First Semester

1. Elementary Swedish gymnastics.
   a. The mastery of gymnastic names of different positions of feet, arms, and body; and the manner of their combination to form exercises.
   b. The ability to perform these positions and exercises correctly.
   c. The use of the voice as expressive of speed and duration of movement.

2. Exercises with wands, dumb-bells, free-hand work.
3. Fancy steps.
4. Rhythm.
5. Games.

Believing games to be a great socializing and harmonizing element as well as a means of physical development and source of recreation in the school room, considerable attention is paid to their classification and application.

Games develop:

a. Mental and physical dexterity.
b. Freedom and grace of movement.
c. Accuracy of aim and direction.
d. A correct appreciation of distance.
e. Patience, self-control, and thought for others.

**Second Semester**

1. Advanced Swedish exercises.
2. Apparatus.
3. Dumb-bells, wands.
4. Indian clubs.
5. Military tactics.
6. Fancy steps.
7. Games.

Physical training is required of all first year pupils. It is elective to all other pupils.

Time required is two forty-five minute periods per week.

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